



Medium Term Planning

Term: Summer 2

Date: June 2025 – July 2026

Theme / Topic: Fun at the seaside

Big Question: Which materials float and sink?

Year Group: Reception	
<u>Focus of Learning / linked to topics:</u> During this topic, children will explore materials to create floating boats linked with pirate themes. They will use a variety of materials to create seascapes and evaluate their work, talking about the process. They will be able to talk about the changes they have observed over time and changes in the natural world, including the life cycle of the vegetable plants and other animals within a familiar environment. Children will discuss things that are man-made and those that are natural. Links with the sea and littering/plastic in the oceans; caring for our planet and recycling in order to be eco-friendly. Children will develop their knowledge about maps and will explore how simple symbols are used to identify features on a map. Children will experience a trip to Otterspool and learn more about the River Mersey. Children will explore the food of different countries and the concept of fair trade. Children will investigate states of matter by freezing and melting water and the conditions that is needed to make this happen.	<u>Prior Learning / linked to topics:</u> Children have looked at the lifecycle of a butterfly and seen this first hand in Summer 1. They have planted vegetables and begun to explore conditions to ensure healthy growth and how to look after plants. Children have some knowledge of pirates from class story time books such as 'The Troll' and '10 little pirates'. Children are working in Read, Write inc groups to target their individual phonics level and are developing the skills to apply this learning when writing words, captions or simple sentences.
Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)	
<u>Prime Areas:</u>	
<u>Personal, Social and Emotional Development</u> Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly;	<u>Key vocab / key questions:</u> Feelings, emotions, happy, sad, angry, kind, unkind, breathing, calm down, friends, problem, right/wrong, safe, safety, opinions, ideas, difference, sorry, help, strengths, healthy, unhealthy, balance, fruit, vegetables, target, goal, challenge, problem solving, adapt, resilient. (Mr Men and Little Miss characters) What is your goal for this activity? What are you trying to achieve? • If it doesn't happen straight away, what should we do? • Why are our class rules important? • Is that the right or the wrong choice? • What do we do after using the toilet? • How are you feeling today? How does your body react to this feeling? • What can we do to help us to calm down? • What food is healthy for us? Why is it healthy? What would happen if we eat too many sweet things? • What will you do if something goes wrong? How can you be like Mr Bump today? What would Little Miss Curious do?

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own needs and those of others.	• How can we play nicely with our friends? • What can you do if your friend looks sad or lonely?
<u>Communication and Language</u> Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking Participate in small-group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<u>Key vocab / key questions:</u> Good sitting, looking, magnet eyes, listening, conversation, discussion, sentence, past tense, future tense, story, because, once upon a time, happily ever after, retell, clarify, sequence, story, how, why, non-fiction, fiction, characters, setting, problem, I think... because, I agree... because, I disagree... because, • What do you think might happen next? • Have you ever been in this situation? • How can we start a conversation? • How does this story make you feel? • How do you think ___ was feeling at this point in the story? • Why do you think this happened? • Have you ever seen that before? • Why do you think ____ happened? • Do you agree / disagree with what _____ thinks? • Does this sentence sound right? • How can we change our words to make it sound like it happened yesterday/will happen tomorrow?
<u>Physical</u> Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	<u>Key vocab / key questions:</u> Space, stretch, dance, hopping. Skipping, climbing, energy, travel, pathway, body shape, wide, tall, small, safe, movement, control, rolling, jumping, sequence, repeat, copy, over, under, through, balance, run and glide, letter formation, lead in, position, grip. • How can we move safely around the hall/yard? • What do we need to look out for when travelling around? • How could we travel around in different ways? • How can we keep our balance when travelling along this bench? • What do you need to remember when you are holding your pencil? • Which tool might we need for this job? • How can we make our drawing look neat and tidy?
<u>Specific</u>	

<u>Literacy</u> Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during role-play and in discussions about stories, non-fiction, rhymes and poems. Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	<u>Key vocab / key questions:</u> Re-tell, role=play, drama, non-fiction, poem, rhyme, alliteration, problem, solution, First, next, last, beginning, middle, end, once upon a time, happily ever after, story, word, sentence, character, setting, events, problem, clarifier, summarizer, questioner, predictor, adjective, tricky word, describing word, Fred fingers, Fred in your head, special friends • Can you tell me what happened in this story? • What were they key events in the story? • What was the problem in this story? • What was the solution? • What sound do these special friends make? • Which special friends can you see in this word? • Can you read this sentence out loud? • What is this red word? • How do you spell ‘the’? • Can you write a sentence about that? • What could you use to help you in class when you are writing on your own? • Can you read your sentence to me? Does it make sense? How could you make it even better? • How many Fred fingers are there in this word? Pinch the fingers and tell me the sounds.
<u>Mathematics</u> Number Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts. Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Key vocab / key questions:</u> Number, number bonds, subitise, double, half, pattern, greater than, less than, numeral, digit, tens, ones, more, less, fewer, addition, subtraction, plus, takeaway, total, altogether, objects, estimate, count on, count, compare, order, missing number, 5 frame, 10 frame, prove it, agree, disagree, part, whole. • Which two numbers add together to make five/ten? • Do 4 and 5 make ten? • If I take away 3 from 5 how many are left? • What is double 2? Double 3/4/5? • What is half of 2? • Is this number odd or even? How do you know? • I think 6 is greater than 7, do you agree? • How can we prove this number is less than 8? • How can we share these objects equally?
<u>Understanding the World</u> Past and Present Talk about the lives of the people around them and their roles in society.	<u>Key vocab / key questions:</u> Float, sink, boat, Society, community, environment, non-fiction, map, symbol, religion, culture, similar, different, observe, solid, liquid, gas, melt, freeze, transform, past, present, future, setting, character, Spring, Summer, autumn, winter, changes, seasons, weather,

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Investigate materials that float and sink	plants, growth, change, , life cycle, , Spanish, language. Computing - touch screen, tablet, pc, laptop, direction, arrows, input and output. What job does your grownup do? What jobs do you think help people in Old Swan? What was the house like in our story set a long time ago? Is your house the same? What does this map tell us? What can you see on the map? What does this symbol stand for? • What is different about our homes and our families? • What are the four seasons? What Season are we in now? • Does everybody in the world speak the same language? What languages do you know about? • Is everything the same in Spain and Liverpool or are some things different? • What is happening in the bug hotel? • Why has the water frozen? • How could we make it melt? • Does this wood float or sink? • What could make it float? • Do all heavy things sink?
<u>Expressive Arts and Design</u> Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Design and make a boat that will float well on water. Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<u>Key vocab / key questions:</u> Tools, techniques, experiment, texture, function, process, prop, Plan, make, build, materials, creative, join, join together, attach, mix, perform, rhyme, music, instruments, musical pattern, story, setting, character, colours, mixing, paint, change, lighter, darker, matching colour, dance, acting out • Is it safe to use scissors this way? • How can we stay safe and clean when using paint? • What does this material feel like? • What does this creation do? • Why do we design and plan before making? • What props could we make to act out this story? • Can you invent your own story to act out with a friend? • Which are your favourite nursery rhymes? • What movements could we do in time to this music?
<u>R.E</u> RED Branch 6 RE Early Learning Goals: <u>Communication and language:</u> • Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy.	

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers. **Speaking** Children at the expected level of development will:
 - Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary.
 - Offer explanations for why things might happen, making use of recently introduced key religious vocabulary.
 - Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher.
- Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about.
- Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts.
- Express themselves when responding to songs and hymns they have listened to and learned.

PSED:

Self-regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Begin to share thoughts about what is fair, unfair, caring, and sharing.
- Begin to understand how to show love for others in appropriate ways.

Managing self

- Aware of the need for rules, know right from wrong and try to behave accordingly.
- Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships.
- Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God.

Building relationships

- Using the example of Jesus in stories they have heard and read, be able to work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary.
- Anticipate – where appropriate – key events in Bible and religious stories.
- Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role-play.

Word reading

- Begin to recognise and read key religious words.

- Read aloud their own sentences using key religious words about Bible and religious stories they have heard.
- Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture.

Writing

- Recognise and begin to spell key religious words.
 - Write simple phrases and sentences about Bible and religious stories or simple prayers.
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UTW

Past and present

- Talk about the lives and roles of the parish priest and people in their local parish.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard.
- Begin to understand the past through settings, people, and events encountered in Bible and religious stories.
- Recognise key people in the history of the people of God.

People, culture, and communities

- Talk about their immediate environment around them, noticing God's wonderful world.
- Build an understanding that they are part of a parish, school, local, and global community.
- Know that they are a child of God. God made them and loves them.
- Recognise experiences of baptism and being welcomed into the Church and parish family.
- Talk about what they know about religious beliefs and listen to the beliefs of others.
- Know some similarities and differences between life in this country and life in other countries.
- Recognise religious signs and symbols. *The natural world*
- Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder, and seasons of the natural world.
- Talk about the gifts given to people by God that help us to make, build, and work.
- Know some similarities and differences between people and places around the world.
 - Know that they are responsible for looking after their world and experience ways in which they can make a change.

RSHE

Life to the full: Created to live in community: Religious Understanding Created to live in community: Who is my neighbour? Enterprise Week Health and Fitness Week

Safe Messages

A1, A2, A3, A4, A5, A6, A8

B2, B6, B7, B8, B9

C1, C2, C5, C6, C10

D2

E4

G1

H1, H2, H3, H4

I1, H2, H3, H6

Topic Resources:

Books to be used:

Storm Whale
Tiddler
Billy's bucket
Snail and the whale
Jack and the flum flum tree
5 minutes to bed
10 little pirates
The troll
Grandad's island
Pirates love underpants
Long way home